U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) [X] Elementary [] Middle [] High [] K-12 [] Other
[] Charter [] Title I [] Magnet [] Choice

Name of Principal: Dr. V. Kanani Choy, Ed.D.

Official School Name: Robert Louis Stevenson Elementary

School Mailing Address:
2051 34th Avenue
San Francisco, CA 94116-1109

County: San Francisco State School Code Number*: 38-68478-6041529

Telephone: (415) 759-2837 Fax: (415) 759-2844

Web site/URL: http://portal.sfusd.edu/template/default.cfm?page=es.stevenson E-mail: choyK@sfusd.edu

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Carlos Garcia

District Name: San Francisco Unified Tel: (415) 241-6121

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Ms. Kim-Shree Maufas

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2003.

6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

63	Elementary schools
13	Middle schools
	Junior high schools
24	High schools
12	Other
112	**TOTAL**

2. District Per Pupil Expenditure: 4020

   Average State Per Pupil Expenditure: 5300

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [X] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 4 Number of years the principal has been in her/his position at this school.

   ___ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	**7**			0
K	45	37	82	**8**			0
1	45	42	87	**9**			0
2	35	27	62	**10**			0
3	34	28	62	**11**			0
4	41	27	68	**12**			0
5	38	38	76	**Other**			0
6			0				
		TOTAL STUDENTS IN THE APPLYING SCHOOL					437

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
74 %	Asian
3 %	Black or African American
2 %	Hispanic or Latino
5 %	Native Hawaiian or Other Pacific Islander
8 %	White
8 %	Two or more races
100 %	**Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 3 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	1
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	14
(3)	Total of all transferred students [sum of rows (1) and (2)].	15
(4)	Total number of students in the school as of October 1.	437
(5)	Total transferred students in row (3) divided by total students in row (4).	0.034
(6)	Amount in row (5) multiplied by 100.	3.432

8. Limited English proficient students in the school: 33 %

Total number limited English proficient 146

Number of languages represented: 15
Specify languages:

Arabic, Burmese, Cantonese, Chaozhou (Chaochow), Farsi (Persian), Filipino (Pilipino or Tagalog), Hindi, Japanese, Khmer (Cambodian), Korean, Mandarin (Putonghua), Other Non-English Language, Russian, Spanish, Vietnamese

9. Students eligible for free/reduced-priced meals: 55 %

Total number students who qualify: 240

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 13 %

Total Number of Students Served: 56

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

9	Autism	1	Orthopedic Impairment
0	Deafness	8	Other Health Impaired
0	Deaf-Blindness	11	Specific Learning Disability
0	Emotional Disturbance	21	Speech or Language Impairment
2	Hearing Impairment	0	Traumatic Brain Injury
4	Mental Retardation	2	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	22	0
Special resource teachers/specialists	2	2
Paraprofessionals	0	10
Support staff	1	1
Total number	26	13

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **20 :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	99%	99%	99%	98%	99%
Teacher turnover rate	16%	1%	16%	23%	29%

Please provide all explanations below.

2007-2008 - Reasons for teacher turnover: 4% maternity leave; 4% voluntary interdistrict transfer to a part-time position; 8% sabbatical.

2005-2006 Reasons for teacher turnover: 4% medical leave; 4% voluntary interdistrict transfer to middle school; 8% moved out of state.

2004-2005 - Reasons for teacher turnover: 4% retired; 4% medical leave; 4% personal leave, 4% first year teacher contract not renewed; 7% moved out of state.

2003-2004 - Reasons for teacher turnover: 3% retired; 3% maternity leave; 11% move out of state; 10% interdistrict transfer (25% lateral, 75% promotion).

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	**100**	%

PART III - SUMMARY

Only 10 blocks from the Pacific Ocean, every morning our principal begins the day by greeting our students with a bright and effervescent, “Good morning Dolphins!”

The students enthusiastically respond, “Good morning Dr. Choy.” This vibrant call and response begins another action-packed day at Robert Louis Stevenson Elementary, home of the Dolphins. Our community is committed to creating a safe and effective school. Stevenson provides all students with rigorous academic instruction that is integrated and aligned with enrichment and support programs into an effective system that promotes educational equity.

When visitors ask what sets Robert Louis Stevenson apart in the San Francisco Unified School District, we believe it is because when students, parents, grandparents, staff, and community come to our school, they are invited to join a “family.” We put out the welcome mat and invite all comers to feel the school climate and see our staff, parents, and students at work. Our Balanced Score Card (School Site Plan, SSP) that sets the direction for providing our diverse student population of 33% ESL, 55% eligible for free and reduced price meals, and 13% special education students with an equal chance to excel. At Stevenson Elementary, academic excellence begins with rigorous instruction, delivered in an aesthetically pleasing physical environment that sends the message that we value the work that goes on here.

We are committed to implementing a standards driven curriculum that is made accessible to every student through differentiated instruction and by providing students with activities and programs such as field trips, visual and performing arts consultancies, a library/media center under the direction of a National Board Certified librarian, Project Arise Dramatic Arts, OTTP-SF (the Occupational Therapy Training Program of San Francisco), Special Olympics, and a variety of before and after school enrichment programs like the Morning Math Academy, the EXCEL Academic Support and Enrichment After School Program, Mandarin Chinese classes, folk dance, ballet, Chinese Ribbon dancing, piano, academic chess, and more.

In recent years, Robert Louis Stevenson Elementary has been recognized for a number of our successes. Our school received the California Tile I Academic Achievement Award in 2005, 2006, 2007, and 2008; and honorable mention for the National Center for Urban School Transformation (NCUST) Award 2008-2009. We were proud to have one of our teachers honored in Washington D.C. as the AAA 2008 National Safety Patrol Advisor of the year, and our technology teacher named the National School boards “20 to Watch” Top Educators in Technology. It was their work along with the work the entire staff, our student scholars, the families, and community members, that have helped create a positive school environment that promotes the high academic achievement as well as the physical, social, and emotional growth of all students. Our commitment to providing an exceptional educational experience for our students is inspired by a quote take from our namesake, author, Robert Louis Stevenson:

"We are a success… When we fill a niche and accomplish a task. When we leave the world better than we found it, whether by an improved idea, a perfect poem, or a rescued soul. We are successful if we never lack appreciation of earth’s beauty or fail to express it. If we look for the best in others and give the best we have."

Our mission is to guide the development of a well-rounded human being who has the ability to contribute positively to self, family, community and society; to prepare the child for responsible life in a free society with the understanding of the need for peace, tolerance, equality and friendship among all people and the desire to leave the world better than they found it.

There is a saying: “Children are a telegram that we send to the future.” We invest in our students hoping we are sending a message of a brighter future in a better world.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The California Standardized Testing and Reporting (STAR) Program is an important part of the State assessment system. Administered annually in the spring in grades two through eleven, the STAR Program was first authorized in 1997 (California Education Code Section 60640). All students in grades two through eleven participate in the STAR Program, including students with disabilities and students who are English-language learners.

The STAR Program for 2009 consists of:

(1) The California Standards Tests (CST) measure students' achievement of California's content standards for English–language arts, mathematics, science, and history–social science.
(2) The California Modified Assessment (CMA) measures students' achievement of California's content standards for English–language arts, mathematics, and science. This assessment is for students with disabilities who meet CMA eligibility criteria approved by the State Board of Education.
(3) The California Alternate Performance Assessment (CAPA) measures students' achievement of California's content standards for English–language arts, mathematics, and science. This alternate assessment is for students who have significant cognitive disabilities and cannot take the CST or CMA with accommodations or the CST with modifications.
(4) The Standards-based Tests in Spanish (STS) measure students' achievement of California's content standards for reading/language arts and mathematics in Spanish. This assessment is for students who are Spanish-speaking English learners.

The STAR Program reports scale scores and performance levels for all subjects and grades tested. The State Board of Education established five performance levels for reporting CST and CMA results: Advanced, Proficient, Basic, Below Basic, and Far Below Basic. Proficient and Advance are implicitly considered expected grade level performance.

California's accountability system measures the performance and progress of a school based on results of statewide tests. The test results used in calculating a school's Academic Performance Index (API) have different relative emphasis determined by statewide test weights and by the number of students taking each type of test. The API is a numeric index (or scale) ranging from a low of 200 to a high of 1000; with a performance score of 800 as a statewide target. State API growth targets are set for each school as a whole and for each numerically significant subgroup in the school. In general if the school's or subgroup's Base API is less than 800, the growth target is five percent of the difference between its Base API and the target of 800. If the school's or subgroup's Base API is 800 or more, the school or subgroup must maintain an API of at least 800. Robert Lewis Stevenson has met all API targets for the past five years and has also exceeded the statewide Growth target of 800 points for the past 5 years; 2004-848, 2005-881, 2006-884 points, 2007-882 points, and 2008-924 points.

The Federal accountability system, NCLB requires that all schools of the same type meet the same academic targets throughout the state, regardless of their baseline levels of performance. The AYP targets increase until 2014 when all schools must have 100 percent of their students performing at the proficient level or above on statewide tests. R.L Stevenson has consistently met all AYP targets for the past 5 years.

Overall, R.L. Stevenson Elementary School has demonstrated consistent academic growth over the past five years in both English-language arts (ELA) and mathematics. In ELA, 75.9% performed at the Proficient level or above in 2008 as compared to 64.9% in 2004; and in mathematics the percent of students at Proficient and above increased to 92.0% from 69.5% over the same period. This trend of increase has been demonstrated school-wide in both subject areas for all NCLB and District defined numerically significant subgroups.

2. **Using Assessment Results:**

At Robert Louis Stevenson Elementary we have structures and systems in place for the reflection and use of data as an institutionalized practice. During our first meeting of the school year school data is used to set our general direction for the year. The principal and staff review our school CST data in all academic areas and identify and study specific trends and patterns as they relate to school-wide programs and the goals identified in San Francisco Unified School District's (SFUSD) Strategic Plan and our site's Balanced Score Card. Grade Level Teams of teachers then narrow this data analysis to see what trends and patterns indicate for students at their grade level. Next, teachers look at the data related to specific information regarding grade level standards, identified student needs, and equity issues. This information is review and discussed and strategic actions are planned. It is this cycle of concern and high level of commitment on the part of the staff that contributed to the success of our school.

During the year teachers continue to work in their Professional Learning Communities (PLC). Teachers look at student work and reflect on informal and formal assessment data from the Sacramento County Office of Education (SCOE) that is administered as prescribed by the SFUSD core curriculum accelerated pacing guides. Teachers discuss strategies, reinforcements that can be applied to classroom instruction. In this way, interim assessment is made a seamless part of the curriculum. All grade level teams use the "Focal Student Approach" to improve individual student achievement, knowing that the increased achievement of these focal students will collectively increase school-wide achievement. Teachers identify 3-5 "focal" students who have scored basic or proficient on the CST and are to move up to the next higher level. To achieve significant improvement, these focal students are closely monitored and given specifically designed academic instruction and support.

3. **Communicating Assessment Results:**

At Stevenson Elementary, we understand the on-going need of communicating performance and assessment data within the staff, with parents, students, and the community is an important way of gaining the support necessary to create a high achieving, successful school. The San Francisco Unified School District (SFUSD) maintains a comprehensive web-site that makes school information and test data available to parents and community members. Our staff meets, before students return to school, to review the results of the Standardized Test and Reporting (STAR) and California Standards Test (CST). Achievement gaps and improvements challenges are identified and we use data based decision making to insure that instruction, support programs, and resources are aligned to meet those needs. We also align our school's Balanced Score Card the goals and objectives of the SFUSD Strategic Plan. Student achievement and assessment data are discussed throughout the year at school Leadership Team meetings, SSC/ELAC meetings, SAP meetings, monthly PTA meetings, as well as at several Community Planning Meetings scheduled during the year.

At Back To School Night, teachers meet with parents to present an overview of the grade level academic requirements and expectations for the up coming year. STAR and CST results are shared at twice yearly individual parent conferences. Home/school communication is sent home in our Wednesday Dolphin Folder and is in both English and Chinese. Our school newsletter keeps parents informed of school-wide events, upcoming parent workshops, and testing calendars. The principal maintains an open-door policy and welcomes parent questions and concerns. Teachers make themselves available to meet with parents both before and after school, via phone, or e-mail. Effective early intervention occurs when struggling students are referred to our Student Success Team (SST) process. Teams of teachers, and related support staff meet with parents to discuss improvements and support plans for student who are having difficulty learning.

High expectations are communicated to students during daily morning assemblies. Teachers set high standards and use anchor papers, benchmarks, and rubrics when meeting with students to communicate and discuss their academic progress. The Student Council plans, publicizes and communicates through school-wide events that motivate student achievement and promote enthusiastic joyful learning.

4. **Sharing Success:**

As part of a larger Professional Learning Community (PLC), we welcome the opportunity to share our successes as well as to learn additional best practices from within the broader educational community. Until the enrollment period ends in January, we offer weekly guided tours to anyone who wants to learn more about our school. Teachers from other schools are welcome to conduct classroom observations. Several schools have reported replicating Stevenson's system for organizing and securing testing materials and also implementing our monthly "All Star Awards Assembly" that positively recognizes every student at least once during the year.

Our strong partnerships with SF State, USF, and Dominican College help us annually place student teachers in Stevenson classrooms. SFUSD Lincoln High School Future Teacher Program volunteers work hands-on with our students and earn course credits as they observe master teachers at work. Our site is proud to have two National Board Certified teachers who work as mentors to other district teachers. Our principal belongs to a Principals PLC and shares best practices during District Administrator meetings.

Educational research participation has been another way of sharing our success and striving to strengthen our school program. We are currently involved in the ARISE (Arts Residency Interventions in Special Education) project that is a 4-year project with the U.S. Department of Education and the San Francisco Unified School District. ARISE explores the links between arts learning and the academic progress of both general and Special Education students. We also work with WestEd researchers, who are evaluating the short-term effectiveness of TRIBES, an innovative school-based violence prevention program. We are participating in a Renzulli Learning pilot, a web based differentiation program. Stevenson's 3-5th grade team received a grant to take students on several overnight field trips through the Conservation Connection; our library/media teacher won the National School Boards Association's "20 To Watch," an award that aims to recognize innovators in the field of educational technology, and our 4th grade teacher received the 2008 AAA National Safety Patrol Adviser of Year Award and was flown to Washington D.C. to be honored.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

At Robert Louis Stevenson Elementary, our instructional program is aligned with the California State Curriculum Standards.

Reading/Language Arts - Our school utilizes Houghton Mifflin (HM) and On Our Way to English to deliver our language arts curriculum. In order to insure that our Standards are both broad-based and rigorous, we use San Francisco Unified School District's Accelerated Pacing Guide for HM Reading. Students receive a minimum of 90 minutes of reading language arts instruction each day. Second language learners receive an additional 30 minutes of ELD instruction. Writing instruction is taught at every grade. Teachers introduce process writing in first grade and all teachers continue this method through 5th grade. The language arts curriculum is delivered using a variety of effective teaching strategies, including scaffolding, flexible groupings, modifications to address individual challenges, ELD and SDAIE Strategies.

Mathematics – Robert Louis Stevenson uses Everyday Math (EDM) at all grade levels. EDM lessons are structured in 3 parts: 1) previews the concept and is supported by the Math Message & Mental Math activities; 2) teaches the core concept and application. Children work in small groups or pairs. Learning is augmented by math games and with hands-on manipulative and workbook exercises; 3) provides opportunity for enrichment and differentiation to address individual learning needs. All three components contribute to the spiraling philosophy that is core to the EDM Program. A typical lesson involves fast-paced, interactive learning activities augmented by math games, manipulatives, work book exercises, and a range of differentiated opportunities. Core instruction is facilitated by a variety of books: the student journals, home-links workbook, and student reference books.

Science - Through the use of FOSS Science curriculum, all students are engaged in hands on, experimental, process oriented, and interdisciplinary science learning. Students engage in standards based lessons which include language development, scaffolding, investigation, and, observation, as well as home-school connections. As a way to strengthen science instruction, teachers in grades 3, 4, and 5, teach the same unit three times as different groups of students within their own grade level, "rotate" classrooms until three units have been covered, and then the rotation starts anew. This arrangement allows teachers to become "experts" and saves on set-up and prep time.

Social Studies - We use the district adopted curriculum series Harcourt Reflections for K-4th and the History of the U.S. materials for 5th. Our program is supplemented by teacher created thematic units, Junior Achievement Day, field trips, Scholastic News weekly magazines, and assemblies. Topics range from citizenship, community, cultural diversity, patriotism, map skills, current events, African-American History, Women's History, local, state, and national history, and the environment. Students are encouraged to participate in school-wide activities such as Student Council, Traffic and Safety Patrol, Composting and Litter Patrol, and Service Club.

Visual and Performing Arts - In the area of Visual and Performing Arts classroom teachers integrate art activities and projects through instruction in other core curricular areas. Resident resource teachers are on site one day each week to teach Instrumental Music, Creative Writing, Theatre Arts, and Visual Arts. The U.S. Department of Education's Project ARISE grant to study using arts to teach special education provides all of our regular and special education 4th and 5th grade classes with 29 weeks of dramatic arts instruction each year.

Health Education/ Physical Education - Health education is an important part of our academic program. One teacher serves as the Health Advocate for our school site. She coordinates drug and alcohol abuse programs; World's AIDS Day; AIDS awareness; Red Ribbon Day; stop smoking campaigns; and vision, hearing, and dental screening.

A physical education consultant works along with the classroom teacher on implementing the District's adopted P.E. curriculum. Students participate in scheduled classes twice a week and receive the State's required number of instructional minutes. Through Physical Education, our students learn team building, sportsmanship, rules of the game, and fitness. Students develop gross and fine motor skills.

2a. **(Elementary Schools) Reading:**

At Stevenson we pride ourselves in comprehension reading program. - Our District has adopted Houghton Mifflin (HM) Reading Program. San Francisco Unified School District has developed an accelerated pacing guide that Stevenson follows to insure that our students are rigorously challenged. Teachers regularly administer the SCOE (Periodic Benchmark Assessments) and discuss and reflect on the outcomes of the reading fluency, comprehension, and vocabulary assessments to determine what strategies and best practices they will use in the classroom. In this way, interim assessment becomes a seamless part of the curriculum. Teachers use a wide variety of teaching strategies to equitably engage students in instruction including: literature circle, share reading, reader's theater, read aloud, partner reading, choral reading, SSR, Scholastic Weekly Readers, listening stations, Book Bag, and Summer Reading Programs. Across all grade levels, students participate in their reading buddy program where older grades pair with the younger ones. Special emphasis is put on increasing reading fluency that has been show to be a strong predictor or successful readers. The district has also adopted On Our Way To English to further support the reading and language development of our second language learners. We put a high level of importance on oral language development and phonemic awareness with a strong emphasis on teaching academic language and vocabulary because of our large ESL population.

Our school fosters a culture of reading throughout the year. We recognize students who participated in the public library summer reading program. In November, we celebrate Robert Louis Stevenson's birthday by inviting civic leaders to participate in our Read-Aloud-Day. Our librarian provides students with an excellent, current collection of multicultural literature and schedules author visits to excite and motivate young readers. Last year, R.L. Stevenson was the only school in the nation to receive the Maureen Hayes Author Award from ALA. The award grant made it possible to for local Chinese-American author of Landed, Millie Lee, to visit our school and provide our students with a fantastically motivating program.

3. **Additional Curriculum Area:**

Technology: Our library houses the computer "lab." Two portable carts containing 30 laptop computers are plugged-in and charged up overnight for wireless use throughout the school day. At Stevenson, five-year-olds turn on laptops, find the library homepage using wi-fi, and use developmentally appropriate websites; third graders to find digital primary sources and the how-to's of blogging; and fourth and fifth graders use Google Custom Search, and complete online book reviews. Currently, Stevenson is piloting the implementation of the Renzulli Next-Book Computer On-line Learning System that uses an individualized Talent Development Profile (TDP) to access downloadable, differentiated resources that are selected, based on a students' interest and learning style.

Computer assignments are planned and coordinated to enhance and extend classroom learning. Student use classroom computer centers to work on projects and create slide shows and use Power point to present class reports. Every teacher has the use of a personal computer, and every classroom has a work station of at least three computers. Teachers are provided with a monthly newsletter that highlights online resources and technology articles on school and public library resources. Parents can also access these resources through our school's homepage.

Our Stevenson students also use their technology skills in the real world. Our 3rd – 5th grade classes were part of the national focus group, Project Test Drive. Students completed online evaluations of grade level appropriate science, technology, engineering, and math resources from the National Science Digital Library. During our historic Presidential Election, students cast votes on line at Speak Up, the national research project that focused

on student viewpoints. It is for the above reasons that this year, our technology teacher was awarded and named one of the National School Board Association's "20 to Watch" Top Educators in Technology.

4. **Instructional Methods:**

At Robert Louis Stevenson we work hard to provide academic programs that serve our students' special needs (e.g., English learners, at-risk students, and gifted and talented students). We want all students to be academically successful and exceed the rigorous expectations outlined by California Department of Education Grade Level Standards.

Our Special Education program consists of three Special Day Classes; Learning Handicapped (LH) K-2, LH 3-5 and a Severely Impaired (SI) K-2. LH students, and 13 full inclusion students receive the same core instruction as the regular education classes. However, instruction is carefully modified to fit the needs of the LH students. The units may be taught at a slower pace or the amount of work may be reduced and students may require assistance in order to better comprehend and participate in the lesson. Special Education students who are ready to be challenged academically or socially are mainstreamed into regular education classes.

EL students receive core curriculum instruction and 30 minutes of daily ELD instruction at their California English Language Development (CELDT) level. Each grade level designs instructional blocks of time when students leave their homeroom and go to the room of the teacher who is providing ELD instruction at their level. Throughout the day, teachers emphasize academic vocabulary and use Specially Designed Academic Instruction In English (S.D.A.I.E) strategies such as the use of charts, structured overviews, visual displays, maps, pictures, and realia to support the needs of our EL students.

At-risk-students attend the Morning Math Academy. This voluntary program is offered to students who score basic or below in third, fourth, and fifth grade. Limited Early Literacy pull-out is available to a few first and second grade students who need help with comprehension and fluently. Extended school day learning is available to our at-risk students during our EXCEL after school program. Teachers work as ExCEL tutors and provide individual or small group teaching. Several teachers voluntarily tutor students before and after school.

Our GATE students remain in their regular education classrooms where teachers they receive differentiated instruction that modified to be additionally challenging by the classroom teacher.

5. **Professional Development:**

At Robert Louis Stevenson Elementary, our love of lifelong learning inspires our approach to professional development. Our site's Balanced Score Card (Site Plan) is aligned with the California Department of Education's Content Standards and our District's Strategic Plan. Professional Development goals support the empowerment of our students through implementing teaching strategies that promote academic excellence, providing students with 21st Century learning experiences, and, most crucial, creating a culture of learning by building a strong home-school connection.

Before the school year even begins, staff members participate in research based professional development and emphasize the use of best practices to raise student achievement. We review assessment data to look for school wide trends that indicate areas of improvement. Throughout the year, Grade Level Teams review ongoing periodic assessment data to develop action plans to ensure that all students meet content standards. As a staff, we use research based instructional strategies, designed to meet the immediate needs of our African American, Latino, Special Education, and EL students. We apply real life learning in professional development. For example, staff development sessions focused on Cultural and Linguistic Responsive Pedagogy took place at San Francisco's Museum of the African Diaspora. Similarly, teachers learned about meeting the needs of our special needs students by completing exercises built around a series of video workshops on differentiated instruction. With our school focus on teaching and learning, our site has been used the last two years to host district-wide staff development trainings.

New teachers receive support through the Beginning Teachers Support and Assessment program. Our two National Board Certified teachers are recruiting others on the staff and coaching NBC candidates at Stanford University. Three additional staff members are working on advanced degrees. In recent years, we have also had teacher representatives serve on the social studies, science, and math District textbook adoption committees.

Our school's consistently dramatic improvement is a result of our dedicated staff's investment in professional development and effective implementation of rigorous, evidenced-based practices.

6. **School Leadership:**

As a school community we use shared decision making and collaborative planning to generate ideas and suggestions as we strive to provide our students with a rigorous academic curriculum. At Robert Louis Stevenson Elementary School, we involve all segments of the school community in developing a vision that results in our Balanced Score Card (BSC) -School Site Plan.

Before the beginning of each academic year, the principal and teachers set achievement targets by reviewing current assessment data, State and District Curriculum Standards, along with the goals and objectives of our BSC. The school's high expectations for all students is clearly communicated to parents and community at the Principal's Morning Coffee on the first day of school, again at Back-To School Night, where teachers reinforce the school's rigorous academic standards and the expectation that students work to exceed State and District grade level standards. This practice initiates the regular structures are in place to insure that all stake holders participate in the development and implementation of the BSC goals.

At the onset of the year the school's Leadership Team is formed. Teachers at each grade, K-5, select a chairperson who becomes part of the Leadership Team along with the principal and a special education teacher. The Team plays a strong role in monitoring the progress we make in meeting our BSC goals throughout the year. Teachers at each grade level form Professional Learning Communities and monitor student progress, plan instruction, engage in professional collaboration. Each teacher identifies focal students – those with potential to make significant gains. A strategic plan to increase each student's achievement on the CST is created and progress monitoring becomes a seamless part of instruction. The goal is to focus on individual student achievement and the collective effect improvement has on increasing school-wide achievement.

Collaborative leadership is also practiced through the School Site Council (SSC). Implementation of the BSC is monitored during monthly meetings that address community issues and budget decisions. The SSC also verifies that School spending is aligned with the goals of the BSC.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 2 Test: STAR

Edition/Publication Year: 2008 Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
At or Above Proficient	94	80	83	87	78
Advanced	71	58	56	65	54
Number of students tested	62	64	72	69	83
Percent of total students tested	95	88	97	95	98
Number of students alternatively assessed	3	8	2	3	4
Percent of students alternatively assessed	4	11	2	4	4
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or Above Proficient	87	76	81	93	74
Advanced	68	59	53	73	52
Number of students tested	31	37	43	30	31
2. Racial/Ethnic Group (specify subgroup): Chinese					
At or Above Proficient	98	79	94	95	85
Advanced	77	66	67	77	60
Number of students tested	43	38	48	43	52
3. (specify subgroup): Other Non White					
At or Above Proficient			73		70
Advanced			45		40
Number of students tested			11		10
4. (specify subgroup): English Language Learner					
At or Above Proficient	93	78	86	89	82
Advanced	72	59	65	72	60
Number of students tested	29	32	37	36	45

Notes:

Subject: Reading Grade: 2 Test: STAR

Edition/Publication Year: 2008 Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
At or Above Proficient	90	77	82	77	64
Advanced	53	47	44	34	30
Number of students tested	62	64	72	70	83
Percent of total students tested	95	88	97	95	98
Number of students alternatively assessed	3	8	2	3	4
Percent of students alternatively assessed	4	11	2	4	4
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or Above Proficient	87	76	79	77	61
Advanced	48	41	37	35	32
Number of students tested	31	37	43	31	31
2. Racial/Ethnic Group (specify subgroup): Chinese					
At or Above Proficient	93	79	90	84	69
Advanced	53	42	52	42	27
Number of students tested	43	38	48	43	52
3. (specify subgroup): Other Non White					
At or Above Proficient			73		60
Advanced			36		40
Number of students tested			11		10
4. (specify subgroup): English Language Learner					
At or Above Proficient	86	78	86	78	71
Advanced	45	38	46	36	27
Number of students tested	29	32	37	36	45

Notes:

Subject: Mathematics Grade: 3 Test: STAR

Edition/Publication Year: 2008 Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
At or Above Proficent	89	87	86	79	75
Advanced	56	55	53	56	42
Number of students tested	57	71	70	86	81
Percent of total students tested	81	97	98	98	98
Number of students alternatively assessed	4	1	1	1	1
Percent of students alternatively assessed	5	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or Above Proficient	93	88	87	72	77
Advanced	62	51	50	47	40
Number of students tested	29	43	30	36	47
2. Racial/Ethnic Group (specify subgroup): Chinese					
At or Above Proficent	94	94	91	87	83
Advanced	57	63	56	62	54
Number of students tested	35	48	43	55	48
3. (specify subgroup): Other Non White					
At or Above Proficient		73	90	58	
Advanced		45	60	42	
Number of students tested		11	10	12	
4. (specify subgroup): English Language Learner					
At or Above Proficient	84	81	76	78	72
Advanced	56	48	43	44	41
Number of students tested	25	21	21	32	39

Notes:

Subject: Reading Grade: 3 Test: STAR

Edition/Publication Year: 2008 Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
At or Above Proficient	40	56	64	52	48
Advanced	9	17	31	21	10
Number of students tested	57	71	70	85	81
Percent of total students tested	82	97	98	98	98
Number of students alternatively assessed	4	1	1	1	1
Percent of students alternatively assessed	5	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or Above Proficient	27	53	70	46	49
Advanced	3	12	30	9	9
Number of students tested	30	43	30	35	47
2. Racial/Ethnic Group (specify subgroup): Chinese					
At or Above Proficient	31	65	67	51	52
Advanced	6	17	37	18	13
Number of students tested	36	48	43	55	48
3. (specify subgroup): Other Non White					
At or Above Proficient		36	60	50	
Advanced		18	30	17	
Number of students tested		11	10	12	
4. (specify subgroup): English Language Learner					
At or Above Proficient	24	38	43	38	41
Advanced	8	10	33	6	8
Number of students tested	25	21	21	32	39

Notes:

Subject: Mathematics Grade: 4 Test: STAR

Edition/Publication Year: 2008 Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
At or Above Proficient	94	97	84	81	82
Advanced	87	80	67	54	39
Number of students tested	71	71	92	84	82
Percent of total students tested	92	98	97	98	100
Number of students alternatively assessed	1	1	2	1	0
Percent of students alternatively assessed	1	1	2	1	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or Above Proficient	96	97	80	79	68
Advanced	87	78	61	54	25
Number of students tested	46	37	41	48	40
2. Racial/Ethnic Group (specify subgroup): Chinese					
At or Above Proficient	98	98	91	89	80
Advanced	94	88	75	66	41
Number of students tested	48	42	55	47	59
3. (specify subgroup): Other Non White					
At or Above Proficient	91	100	73		100
Advanced	73	64	53		36
Number of students tested	11	11	15		11
4. (specify subgroup): English Language Learner					
At or Above Proficient	93		68	74	65
Advanced	78		50	48	30
Number of students tested	27		22	27	23

Notes:

Subject: Reading Grade: 4 Test: STAR

Edition/Publication Year: 2008 Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
At or Above Proficient	87	96	78	74	81
Advanced	63	69	57	39	54
Number of students tested	70	71	92	84	83
Percent of total students tested	90	98	92	98	100
Number of students alternatively assessed	1	1	2	1	0
Percent of students alternatively assessed	1	1	2	1	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or Above Proficient	87	95	76	65	68
Advanced	60	65	54	33	45
Number of students tested	45	37	41	48	40
2. Racial/Ethnic Group (specify subgroup): Chinese					
At or Above Proficient	92	98	84	83	80
Advanced	69	79	60	43	53
Number of students tested	48	42	55	47	60
3. (specify subgroup): Other Non White					
At or Above Proficient	82	91	67		100
Advanced	64	45	47		73
Number of students tested	11	11	15		11
4. (specify subgroup): English Language Learner					
At or Above Proficient	74		59	63	48
Advanced	41		27	11	35
Number of students tested	27		22	27	23

Notes:

Subject: Mathematics Grade: 5 Test: STAR

Edition/Publication Year: 2008 Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
At or Above Proficient	90	68	66	76	46
Advanced	70	37	28	35	8
Number of students tested	71	97	82	80	92
Percent of total students tested	95	96	98	100	98
Number of students alternatively assessed	1	2	1	0	1
Percent of students alternatively assessed	1	1	1	0	1
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or Above Proficient	93	59	63	69	42
Advanced	73	22	25	33	5
Number of students tested	30	41	51	36	55
2. Racial/Ethnic Group (specify subgroup): Chinese					
At or Above Proficient	93	79	74	77	51
Advanced	80	42	30	39	7
Number of students tested	40	57	47	57	55
3. (specify subgroup): Other Non White					
At or Above Proficient	82	56		100	50
Advanced	64	38		33	8
Number of students tested	11	16		12	12
4. (specify subgroup): English Language Learner					
At or Above Proficient			53		33
Advanced			6		0
Number of students tested			17		27

Notes:

Subject: Reading Grade: 5 Test: STAR

Edition/Publication Year: 2008 Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
At or Above Proficent	81	72	68	76	66
Advanced	53	36	32	40	32
Number of students tested	72	97	82	80	92
Percent of total students tested	97	97	98	100	92
Number of students alternatively assessed	1	2	1	0	1
Percent of students alternatively assessed	1	1	1	0	1
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or Above Proficient	80	63	61	75	58
Advanced	50	22	29	31	27
Number of students tested	30	41	51	36	55
2. Racial/Ethnic Group (specify subgroup): Chinese					
At or Above Proficient	80	77	74	74	75
Advanced	59	35	34	39	38
Number of students tested	41	57	47	57	55
3. (specify subgroup): Other Non White					
At or Above Proficient	82	63		92	75
Advanced	55	44		50	25
Number of students tested	11	16		12	12
4. (specify subgroup): English Language Learner					
At or Above Proficient			35		48
Advanced			0		7
Number of students tested			17		27

Notes: